



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2008
Code: 10271200
SAU: Bucksport School Department
School: Miles Lane School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9

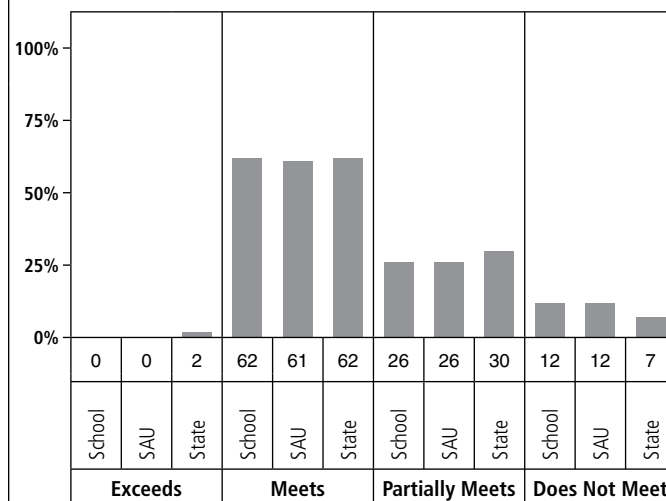
SUMMARY OF SCORES

Test Date: March 2008
Grade: 3
SAU: Bucksport School Department
School: Miles Lane School

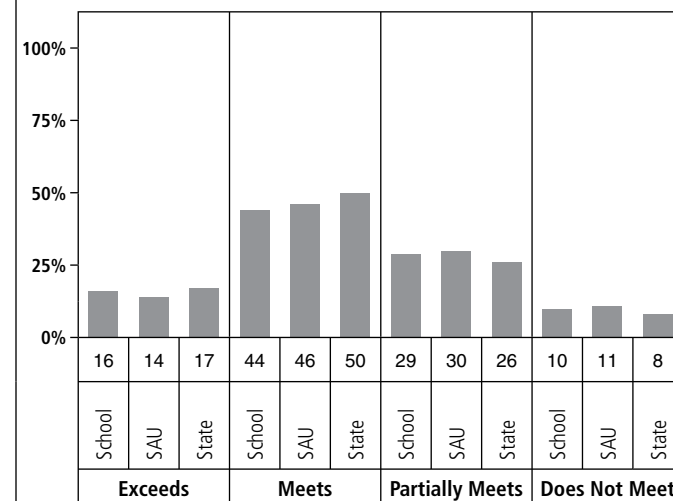
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	342	343	345
2006–2007	343	342	345
2007–2008	342	342	344
Cum. Avg. *	342	342	345
Mathematics			
2005–2006	340	342	344
2006–2007	340	339	347
2007–2008	346	345	347
Cum. Avg. *	342	342	346

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 3
 SAU: Bucksport School Department
 School: Miles Lane School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	69	100	57	100	13803	100	68	99	57	100	13714	99	68	99	57	100	13710	99						
Ethnicity African American/Black	0	0	0	0	399	3	0	0	0	0	391	98	0	0	0	0	392	98						
American Indian or Native Alaskan	1	1	0	0	116	1	1	100	0	0	114	99	1	100	0	0	114	99						
Asian or Pacific Islander	1	1	1	2	210	2	1	100	1	100	205	98	1	100	1	100	206	98						
Hispanic	0	0	0	0	162	1	0	0	0	0	158	98	0	0	0	0	159	98						
Caucasian/White	67	97	56	98	12916	94	66	99	56	100	12846	100	66	99	56	100	12839	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	17	25	13	23	2358	17	17	100	13	100	2333	99	17	100	13	100	2329	99						
Current LEP	1	1	1	2	371	3	1	100	1	100	357	96	1	100	1	100	361	98						
Economically disadvantaged	30	43	24	42	5584	40	29	97	24	100	5535	99	29	97	24	100	5530	99						
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	40	58	33	58	10650	77	40	58	33	58	10678	77						
Identified disability (PET/IEP)	0	0	0	0	475	4	0	0	0	0	479	4						
LEP	1	3	1	3	151	1	1	3	1	3	149	1						
504 plan	0	0	0	0	83	1	0	0	0	0	85	1						
Participation with accommodations	28	41	24	42	2936	21	28	41	24	42	2911	21						
Identified disability (PET/IEP)	17	61	13	54	1735	59	17	61	13	54	1729	59						
LEP	0	0	0	0	197	7	0	0	0	0	208	7						
504 plan	0	0	0	0	49	2	0	0	0	0	47	2						
Other	11	39	11	46	986	34	11	39	11	46	958	33						
Participation through alternate assessment (PAAP)	0	0	0	0	123	1	0	0	0	0	121	1						
Identified disability (PET/IEP)	0	0	0	0	123	100	0	0	0	0	121	100						
LEP	0	0	0	0	4	3	0	0	0	0	4	3						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0												
Approved non-participation – special consideration	0	0	0	0	9	0	0	0	0	0	12	0						
Non-participation – other	1	1	0	0	80	1	1	1	0	0	81	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 3
SAU: Bucksport School Department
School: Miles Lane School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	1	1	1	2	352	3
	2006-2007	0	0	0	0	332	2
	2007-2008	0	0	0	0	227	2
	Cum. Total*	1	1	1	1	911	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	34	45	30	48	8641	62
	2006-2007	24	49	19	46	8691	63
	2007-2008	42	62	35	61	8403	62
	Cum. Total*	100	52	84	53	25735	62
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	32	43	25	40	3671	27
	2006-2007	22	45	19	46	3781	27
	2007-2008	18	26	15	26	4018	30
	Cum. Total*	72	38	59	37	11470	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	8	11	6	10	1163	8
	2006-2007	3	6	3	7	1021	7
	2007-2008	8	12	7	12	938	7
	Cum. Total*	19	10	16	10	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	46	100	26.2	57.0	26.0	56.5	27.6	60.0
Literary Text	23	50	13.4	58.3	13.4	58.3	14.1	61.3
Informational Text	23	50	12.8	55.7	12.7	55.2	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 3
 SAU: Bucksport School Department
 School: Miles Lane School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	68	0	0	42	62	18	26	8	12	342	57	0	61	26	12	342	13586	2	62	30	7	344
Ethnicity																						
African American/Black	0										0						384	1	42	39	18	339
American Indian or Native Alaskan	1										0						113	2	50	42	5	343
Asian or Pacific Islander	1										1						203	1	60	31	8	344
Hispanic	0										0						158	1	52	36	11	342
Caucasian/White	66	0	0	42	64	16	24	8	12	342	56	0	63	25	13	342	12728	2	63	29	7	345
Not Reported	0										0						0					
Identified disability																						
Yes	17	0	0	6	35	6	35	5	29	336	13	0	38	31	31	336	2210	0	32	48	20	338
No	51	0	0	36	71	12	24	3	6	344	44	0	68	25	7	344	11376	2	68	26	4	346
Current LEP																						
Yes	1										1						348	1	36	45	19	339
No	67	0	0	42	63	17	25	8	12	342	56	0	63	25	13	342	13238	2	63	29	7	344
Economically disadvantaged																						
Yes	29	0	0	15	52	9	31	5	17	341	24	0	50	33	17	341	5450	1	49	39	11	341
No	39	0	0	27	69	9	23	3	8	344	33	0	70	21	9	343	8136	2	71	23	4	346
Migrant																						
Yes	0										0						5	0	80	20	0	343
No	68	0	0	42	62	18	26	8	12	342	57	0	61	26	12	342	13581	2	62	30	7	344
Gender																						
Female	38	0	0	25	66	11	29	2	5	344	34	0	65	29	6	343	6567	3	65	27	5	345
Male	30	0	0	17	57	7	23	6	20	341	23	0	57	22	22	340	7019	1	59	32	8	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	31	0	0	18	58	10	32	3	10	342	27	0	59	30	11	342	2004	0	37	49	14	339
No	37	0	0	24	65	8	22	5	14	343	30	0	63	23	13	342	11582	2	66	26	6	345
Gifted/talented program																						
Yes	0										0						125	11	87	2	0	355
No	68	0	0	42	62	18	26	8	12	342	57	0	61	26	12	342	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 3
 SAU: Bucksport School Department
 School: Miles Lane School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N													
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	18 66 13 3	0 0 0 0	0 0 0 0	7 29 5 1	58 64 56 50	2 12 3 1	17 27 33 50	3 4 1 0	25 9 11 0	338 343 344 342	16 65 16 4	0 0 0 0	67 62 56 50	11 27 33 50	22 11 11 0	339 343 344 342	6 79 12 3	0 2 2 0	43 65 60 32	39 28 31 44	18 5 7 24	340 345 344 338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	29 32 16 22	0 0 0 0	0 0 0 0	11 13 7 11	55 59 64 73	6 7 2 3	30 32 18 20	3 2 2 1	15 9 18 7	342 343 342 343	28 33 14 25	0 0 0 0	63 58 50 71	25 32 25 21	13 11 25 7	343 343 339 342	29 48 15 8	3 2 1 0	62 67 56 44	28 27 34 40	7 4 9 16	345 345 343 340
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	52 34 14 0	0 0 0 0	0 0 0 0	22 12 6 6	65 55 67 6	8 7 3 3	24 32 33 3	4 3 0 0	12 14 0 0	342 342 343 342	53 35 13 0	0 0 0 0	66 53 71 6	24 32 29 0	10 16 0 0	342 342 343 342	42 46 10 2	3 1 0 0	67 62 48 30	24 32 42 43	6 5 10 28	346 344 341 336
How hard was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	20 53 27	0 0 0	0 0 0	7 21 13	54 60 72	2 12 4	15 34 22	4 2 1	31 6 6	337 343 345	20 56 24	0 0 0	55 61 69	18 32 23	27 6 8	337 343 344	22 57 21	1 2 1	48 68 61	38 26 30	12 4 8	341 346 344
How hard were the reading passages on this test? A. Most of the passages were harder than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	20 56 24	0 0 0	0 0 0	6 24 11	46 65 69	4 9 5	31 24 31	3 4 0	23 11 0	337 344 344	20 55 25	0 0 0	45 63 71	36 23 29	18 13 0	337 343 344	20 51 29	0 2 3	38 68 69	47 27 23	16 4 6	339 345 346
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	13 38 22 26	0 0 0 0	0 0 0 0	6 14 10 12	67 54 67 67	2 9 4 3	22 35 27 17	1 3 1 3	11 12 7 17	342 342 344 341	12 37 25 26	0 0 0 0	57 52 71 67	29 38 21 13	14 10 7 20	341 343 345 340	19 47 19 14	3 2 1 0	65 68 56 47	27 25 35 40	6 5 8 12	346 346 343 341
How many pages do you read in school and to complete homework assignments? A. five or fewer pages B. six to ten pages C. eleven or more pages	35 27 38	0 0 0	0 0 0	16 12 12	70 67 48	6 5 7	26 28 28	1 1 6	4 6 24	344 344 339	31 27 42	0 0 0	71 67 48	24 27 30	6 7 22	344 345 339	28 23 49	1 1 2	56 63 65	33 29 27	9 7 6	343 344 345
Optional school/SAU question A. B. C. D.	60 0 40 0	0 0 0 0	0 0 0 0	0 2 100 0	0 0 100 0	2 0 0 0	67 0 0 0	1 0 0 0	33 0 0 0	334 349 349 349	75 0 25 0	0 0 0 0	0 100 0 0	67 0 0 0	33 0 0 0	334 346 346 346						

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 3
SAU: Bucksport School Department
School: Miles Lane School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	2	3	2	3	1295	9
	2006-2007	3	6	3	7	1985	14
	2007-2008	11	16	8	14	2277	17
	Cum. Total*	16	8	13	8	5557	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	34	45	31	50	6852	49
	2006-2007	24	49	18	44	6990	51
	2007-2008	30	44	26	46	6764	50
	Cum. Total*	88	46	75	47	20606	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	26	35	21	34	4081	29
	2006-2007	12	24	11	27	3673	27
	2007-2008	20	29	17	30	3504	26
	Cum. Total*	58	30	49	31	11258	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	13	17	8	13	1638	12
	2006-2007	10	20	9	22	1193	9
	2007-2008	7	10	6	11	1044	8
	Cum. Total*	30	16	23	14	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	8.9	59.3	8.5	56.7	9.2	61.3
Cluster 2: Shape and Size	14	29	9.5	67.9	9.5	67.9	10.0	71.4
Cluster 3: Mathematical Decision Making	5	10	3.2	64.0	3.1	62.0	3.2	64.0
Cluster 4: Patterns	14	29	8.8	62.9	8.7	62.1	9.0	64.3

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 3
 SAU: Bucksport School Department
 School: Miles Lane School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	68	11	16	30	44	20	29	7	10	346	57	14	46	30	11	345	13589	17	50	26	8	347
Ethnicity																						
African American/Black	0										0						390	10	30	32	28	337
American Indian or Native Alaskan	1										0						113	7	45	38	10	342
Asian or Pacific Islander	1										1						204	18	48	25	9	347
Hispanic	0										0						159	6	50	31	13	342
Caucasian/White	66	11	17	29	44	19	29	7	11	346	56	14	45	30	11	344	12723	17	50	25	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	17	2	12	4	24	7	41	4	24	337	13	15	23	38	23	337	2208	6	35	37	21	338
No	51	9	18	26	51	13	25	3	6	349	44	14	52	27	7	347	11381	19	53	24	5	349
Current LEP																						
Yes	1										1						357	8	29	37	26	336
No	67	11	16	29	43	20	30	7	10	345	56	14	45	30	11	344	13232	17	50	25	7	348
Economically disadvantaged																						
Yes	29	4	14	12	41	8	28	5	17	343	24	13	42	29	17	342	5452	9	45	33	12	343
No	39	7	18	18	46	12	31	2	5	348	33	15	48	30	6	346	8137	22	53	21	4	350
Migrant																						
Yes	0										0						5	0	40	40	20	337
No	68	11	16	30	44	20	29	7	10	346	57	14	46	30	11	345	13584	17	50	26	8	347
Gender																						
Female	38	6	16	19	50	8	21	5	13	346	34	12	53	21	15	344	6565	15	49	27	8	347
Male	30	5	17	11	37	12	40	2	7	345	23	17	35	43	4	345	7024	18	50	24	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	31	4	13	13	42	10	32	4	13	342	27	15	41	30	15	342	2004	5	39	41	15	339
No	37	7	19	17	46	10	27	3	8	348	30	13	50	30	7	347	11585	19	52	23	6	349
Gifted/talented program																						
Yes	0										0						125	70	30	0	0	366
No	68	11	16	30	44	20	29	7	10	346	57	14	46	30	11	345	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 3
 SAU: Bucksport School Department
 School: Miles Lane School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	18	1	8	6	50	4	33	1	8	344	16	11	56	33	0	347	6	9	40	33	18	340
B. less than one hour	66	9	20	19	42	13	29	4	9	347	65	16	43	30	11	345	79	18	52	24	6	348
C. one to two hours	13	1	11	5	56	2	22	1	11	345	16	11	56	22	11	345	12	16	48	27	8	347
D. more than two hours	3	0	0	0	0	1	50	1	50	330	4	0	0	50	50	330	3	7	26	37	29	335
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	26	5	28	5	28	5	28	3	17	347	28	25	31	31	13	347	37	22	50	22	6	350
B. They match some of what I have learned.	47	4	13	17	53	9	28	2	6	346	46	12	54	27	8	344	46	16	53	25	6	348
C. They match just a little of what I have learned.	12	2	25	2	25	3	38	1	13	347	12	14	29	43	14	344	12	9	44	36	11	342
D. There is no match.	15	0	0	6	60	3	30	1	10	341	14	0	63	25	13	342	5	5	32	36	27	336
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	49	7	22	13	41	8	25	4	13	347	44	17	42	29	13	344	39	25	48	20	7	350
B. good	31	4	20	7	35	7	35	2	10	346	37	20	35	35	10	346	46	14	52	27	7	347
C. fair	15	0	0	7	70	3	30	0	0	346	13	0	86	14	0	348	12	8	49	35	9	343
D. poor	5	0	0	2	67	0	0	1	33	338	6	0	67	0	33	338	3	2	34	36	29	335
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	15	1	10	3	30	4	40	2	20	340	14	0	38	50	13	340	17	7	41	35	17	340
B. about the same as my regular schoolwork	54	7	19	15	41	10	27	5	14	345	54	19	42	23	16	344	59	18	53	24	5	349
C. easier than my regular schoolwork	31	3	14	12	57	6	29	0	0	350	32	11	56	33	0	348	25	21	49	23	8	349
How often do you use hands-on materials in mathematics class?																						
A. almost every day	34	6	26	6	26	7	30	4	17	345	32	17	28	33	22	340	32	13	47	30	10	345
B. two or three days a week	24	3	19	7	44	3	19	3	19	345	26	20	47	20	13	347	30	20	52	23	5	349
C. two or three times each month	22	2	13	8	53	5	33	0	0	348	19	18	55	27	0	350	19	20	53	21	6	350
D. never or almost never	21	0	0	9	64	5	36	0	0	345	23	0	62	38	0	344	18	16	50	27	8	347
How often do you use calculators in mathematics class?																						
A. almost every day	3	0	0	0	0	1	50	1	50	326	2	0	0	100	0	334	7	5	34	40	20	338
B. two or three days a week	9	2	33	1	17	1	17	2	33	345	9	20	20	20	40	339	18	15	50	27	8	346
C. two or three times each month	28	3	16	11	58	4	21	1	5	349	26	20	53	20	7	348	28	21	53	21	4	350
D. never or almost never	60	6	15	18	44	14	34	3	7	345	63	11	47	33	8	344	47	17	50	25	7	347
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	21	1	7	3	21	7	50	3	21	336	23	8	23	46	23	336	16	8	42	36	13	342
B. 30–45 minutes	22	1	7	8	53	5	33	1	7	344	21	8	58	33	0	346	30	14	53	26	7	347
C. 45–60 minutes	36	6	25	10	42	7	29	1	4	349	34	21	42	32	5	348	32	22	51	22	5	350
D. more than 60 minutes	21	3	21	9	64	1	7	1	7	352	21	17	67	8	8	350	22	20	49	23	7	349
Optional school/SAU question																						
A.	60	0	0	0	0	2	67	1	33	328	75	0	0	67	33	328						
B.	0										0											
C.	40	0	0	2	100	0	0	0	0	351	25	0	100	0	0	352						
D.	0										0											